



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

14919 S. Gilbert Road, Gilbert, AZ 85296

West Gilbert Charter Elementary School, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Excelling
2003-04 Performing
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Linda K. Horner
Schedule : 07:00 AM to 04:30 PM
Grades : Pre-K-5
2005 Enrollment : 548
Web Address : webs.learningstation.com/westgilbert/
Phone Number : (480) 855-2700
Fax Number : (480) 855-2701
E-mail : lhorner-wges@imagineschools.com

Mission

We want all children to be life long learners. Our students are engaged in a standards-based curriculum which promotes learning for leadership, academic growth, ability to construct knowledge, and individual responsibility in a caring environment.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü West Gilbert students participate in pre and post testing (fall and spring). This sets a baseline that will show growth in the areas of math and reading.
- ü A weekly average attendance rate of 97 percent is expected of all students.
- ü Students will increase their scores in math by 2% on the Spring Terra Nova/AIMS assessment.

Enrollment

October 1, 2004 School Year Student Enrollment : 470
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 477

Instructional Programs

- Ü Interdisciplinary Thematic Units
- Ü Full-Day Kindergarten
- Ü On-Site Special Education
- Ü Character Education
- Ü Art & Music
- Ü Technology

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	6/7/2006

Shared Responsibilities

School

West Gilbert Charter School encourages parents to become an integral part of the West Gilbert Learning Community. Weekly newsletters are sent by teachers that announce weekly plans. Monthly newsletters are sent to all parents by the school principal. The newsletter can also be found on our website. There are two parent-teacher conferences scheduled each year, however, parents are invited to meet and communicate with teachers at any time.

Parents

Parents will guide their children in being prepared each and every day for learning, being at school on time each day, wearing the school uniform and developing a true love for learning.

Transportation Policy

Each parent provides am/pm transportation for their children. We have a network neighborhood program (car pooling) set up to assist our families. A school bus will be added in November when it arrives from the factory. Bus routes will be determined by a radius of at least three miles from the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Principal's Honor Role	2004
Ü Reading Recognition Program	2002
Ü Math Blasters	2002
Ü Attendance Power	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	67	79306	100	100	99	452	452	445	8	8	10	6	6	18	65	65	51	21	21	20
All Students (Prior Year)	76	76	75509	100	100	100	565	565	521	4	4	13	7	7	23	28	28	33	61	61	31
Female	32	32	38691	100	100	99	453	453	446	3	3	10	0	0	18	77	77	52	19	19	20
Male	35	35	40583	97	100	99	452	452	445	13	13	11	13	13	18	52	52	50	23	23	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	50	50	36197	100	100	99	450	450	463	7	7	5	7	7	11	69	69	53	18	18	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	60	60	69060	100	100	98	465	465	454	5	5	7	4	4	17	67	67	54	24	24	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	NC	39415	NC	NC	96	NC	NC	431	NC	NC	15	NC	NC	25	NC	NC	50	NC	NC	10
Non-Economically Disadvantaged	59	59	39966	100	100	100	452	452	459	9	9	6	4	4	12	65	65	52	22	22	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	67	79395	100	0	99	470	470	446	5	5	9	11	11	25	56	56	55	27	27	11
All Students (Prior Year)	75	75	75492	99	99	100	545	545	519	5	5	12	5	5	16	47	47	47	42	42	24
Female	32	32	38743	100	0	100	478	478	451	0	0	7	3	3	24	65	65	57	32	32	12
Male	35	35	40618	97	0	99	463	463	440	10	10	11	19	19	27	48	48	53	23	23	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	50	50	36221	100	0	99	469	469	465	4	4	4	7	7	15	60	60	63	29	29	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	60	60	69139	100	0	99	486	486	454	2	2	7	9	9	24	58	58	58	31	31	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	39484	NC	NC	96	NC	NC	429	NC	NC	14	NC	NC	35	NC	NC	47	NC	NC	4
Non-Economically Disadvantaged	59	59	39986	100	0	100	471	471	461	2	2	4	13	13	16	57	57	63	28	28	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	65	78869	97	98	99	452	452	442	7	7	6	10	10	21	62	62	63	22	22	10
All Students (Prior Year)	74	74	75053	97	97	99	627	627	597	6	6	7	8	8	12	68	68	72	18	18	9
Female	31	31	38536	100	100	99	475	475	458	0	0	4	7	7	15	70	70	67	23	23	14
Male	34	34	40302	94	97	99	430	430	428	13	13	8	13	13	26	53	53	60	20	20	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	48	48	36078	98	100	99	444	444	459	7	7	4	12	12	16	60	60	66	21	21	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	58	58	68697	97	97	98	478	478	454	2	2	4	9	9	18	64	64	67	25	25	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	NC	39106	NC	NC	95	NC	NC	427	NC	NC	8	NC	NC	28	NC	NC	59	NC	NC	5
Non-Economically Disadvantaged	57	57	39837	97	98	100	450	450	457	8	8	4	10	10	14	63	63	67	19	19	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	48	78906	100	100	99	516	516	498	5	5	13	15	15	19	54	54	48	27	27	20
All Students (Prior Year)	21	21	76019	100	100	100	514	514	499	5	5	14	29	29	39	14	14	14	52	52	33
Female	21	21	38644	100	100	99	535	535	500	0	0	12	6	6	19	56	56	49	39	39	19
Male	27	27	40236	96	100	99	501	501	497	9	9	15	22	22	19	52	52	46	17	17	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	35	35	36483	97	100	99	525	525	517	7	7	7	7	7	13	53	53	51	33	33	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	43	43	68310	100	100	98	520	520	509	6	6	9	8	8	18	58	58	51	28	28	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	39	39	40295	100	100	100	514	514	513	6	6	7	16	16	13	50	50	50	28	28	30

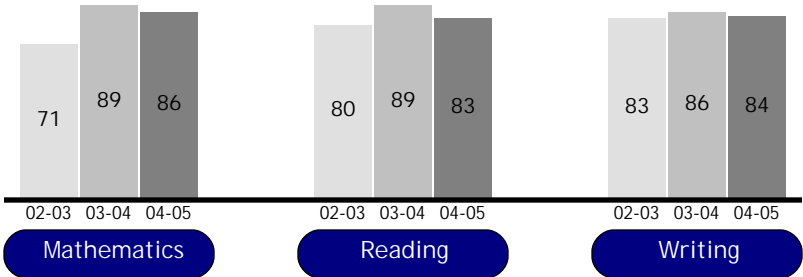
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	48	78908	100	0	99	503	503	484	0	0	10	12	12	23	76	76	58	12	12	9
All Students (Prior Year)	21	21	76020	100	100	100	506	506	503	10	10	25	29	29	23	48	48	40	14	14	12
Female	21	21	38648	100	0	99	520	520	489	0	0	8	0	0	22	78	78	61	22	22	10
Male	27	27	40233	96	0	99	489	489	479	0	0	12	22	22	25	74	74	55	4	4	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	35	35	36502	97	0	99	509	509	502	0	0	4	7	7	14	80	80	67	13	13	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	43	43	68312	100	0	98	506	506	493	0	0	7	11	11	21	75	75	62	14	14	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	39	39	40315	100	0	100	504	504	498	0	0	5	13	13	15	72	72	66	16	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	48	78750	100	100	99	520	520	500	0	0	6	24	24	29	71	71	63	5	5	2
All Students (Prior Year)	21	21	75673	100	100	100	557	557	530	0	0	12	38	38	25	48	48	58	14	14	4
Female	21	21	38586	100	100	99	546	546	515	0	0	4	6	6	22	83	83	71	11	11	3
Male	27	27	40135	96	100	99	499	499	486	0	0	8	39	39	35	61	61	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	35	35	36440	97	100	99	526	526	516	0	0	3	17	17	22	77	77	71	7	7	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	43	43	68196	100	100	98	525	525	513	0	0	3	19	19	25	75	75	69	6	6	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	39	39	40260	100	100	100	521	521	514	0	0	3	25	25	21	72	72	72	3	3	4

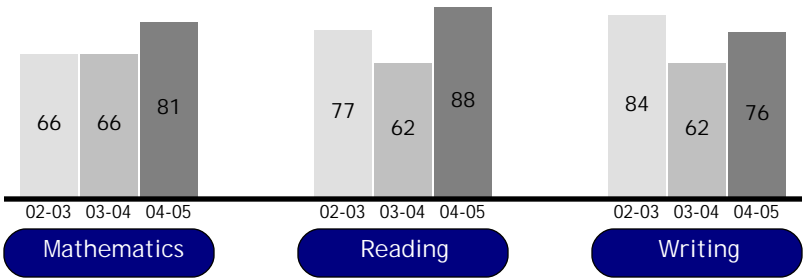
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	64	64	50	89	59	NA	58	100	46	46	47
	Language	100	57	57	43	93	49	49	50	100	42	42	47
	Mathematics	100	70	70	57	93	65	65	64	100	49	49	50
3	Reading	96	67	67	47	96	71	NA	55	99	58	58	44
	Language	96	66	66	54	99	71	71	61	99	59	59	44
	Mathematics	98	60	60	54	99	84	84	61	99	62	62	51
4	Reading	100	68	68	52	94	61	NA	56	100	64	64	48
	Language	100	56	56	48	98	47	47	52	100	69	69	49
	Mathematics	100	71	71	57	98	51	51	61	100	70	70	53
5	Reading	97	67	67	50	87	67	NA	55	100	59	59	50
	Language	100	65	65	46	87	55	55	49	100	66	66	50
	Mathematics	97	70	70	57	87	75	75	63	100	63	63	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

West Gilbert Charter Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Public Relations
- ü Advisory Councils
- ü Support General Welfare of School
- ü Communication
- ü Allocation of Funds
- ü Curriculum Support

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	3	0	0
4 to 6 years	3	0	0	0
7 to 9 years	2	1	0	0
10 or more years	1	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certificaton.	18
Percent of teachers in the school with Emergency/Provisional Certification	69%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Library
- ü Multi-Purpose Room
- ü Computer Lab

Extracurricular Activities

- ü Guitar
- ü Keyboarding
- ü Tumbletown Gymnastics
- ü Karate
- ü Intramural Sports
- ü Cheer/Spirit Squad
- ü Dance
- ü Kidz Art

Social Services

- ü Before/After School Care Programs
- ü Business Partnerships
- ü Private Pre-Kindergarten
- ü All-Day Kindergarten
- ü Intergenerational Partnerships

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 86 percent of our third grade students met or exceeded in math on the AIMS assessment.
- ü 85 percent of our third grade students met or exceeded state standards in reading and 86 percent in the writing component of the AIMS assessment.
- ü 82 percent of our fifth grade students met or exceeded the standards in Math on the AIMS.
- ü 91 percent of our fifth grade students met or exceeded state standards in reading and 80 percent in the writing component of the AIMS assessment.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

At West Gilbert Charter School's fire, lock-down, and evacuation drills are practiced regularly. We have a schoolwide discipline policy to eliminate/decrease fighting, disrespectful behavior, and other safety violations. During the academic school day, visitors are required to sign in and wear badges.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Linda Horner	(480) 855-2704
Transportation Policy		
Community Resources	Gilbert Chamber of Commerce	(480) 892-0056
School Nutrition Programs	Toni Bieber	(480) 855-2700
Parent Organization	Lisa Rey-Brownell	(480) 855-2700
Student Health/Nurse	Valerie Tole	(480) 855-2700

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.